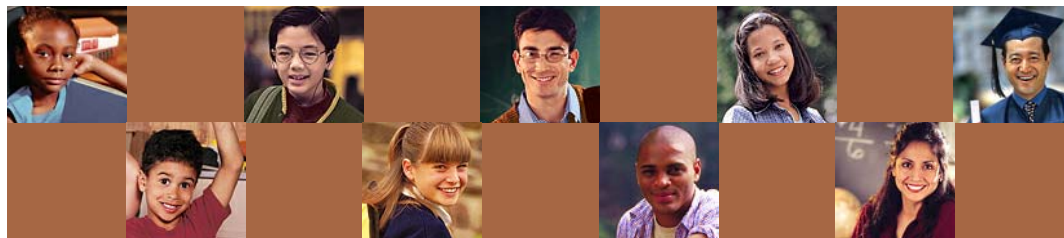


the condition of education 2005



INDICATOR 27

Inclusion of Students With Disabilities in Regular Classrooms

The indicator and corresponding tables are taken directly from *The Condition of Education 2005*. Therefore, the page numbers may not be sequential.

Additional information about the survey data and supplementary notes can be found in the full report. For a copy of *The Condition of Education 2005*, visit the NCES website (<http://nces.ed.gov/pubsearch/pubsinfo.sap?pubid=2005094>) or contact ED PUBs at 1-877-4ED-PUBS.

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Special Programs

Inclusion of Students With Disabilities in Regular Classrooms

Approximately half of all disabled students in 2003–04 spent 80 percent or more of their day in a regular classroom. Black students with disabilities spend less time in a regular classroom than non-Black students with disabilities, on average.

The Individuals with Disabilities Education Act (IDEA) requires public schools to make available to all eligible children with disabilities a free public education in the least restrictive environment¹ appropriate for their needs. In 1997, Congress passed amendments to IDEA, mandating for the first time that states collect data on the race/ethnicity of students identified with special education needs. These data reveal a disproportionate representation of minorities among students with disabilities (see *indicator 6*).

This indicator compares the differences by race/ethnicity in the percentage of time that disabled students spent in regular classrooms in 2003–04. Additionally, the indicator looks at change between 1994–95 and 2003–04 in the percentage of time that disabled students ages 6–21 spent in regular classrooms versus other settings.

Between 1994 and 2004, the percentage of students with disabilities spending 80 percent or more of the school day in a regular classroom showed an overall increase from 45 to

50 percent (see supplemental table 27-1). At the same time, the percentage of students with disabilities attending a regular school and spending less than 80 percent of the day in a regular classroom showed an overall decline during this period. The percentage of disabled students who did not attend regular schools showed little change, staying at approximately 4 percent over the 10-year span.

In the 2003–04 school year, almost half of all students with disabilities were in regular classrooms 80 percent or more of the day, although there were marked racial/ethnic differences in students' placement in this category (see supplemental table 27-2). For example, White students with disabilities were more likely than students of any other race/ethnicity to spend 80 percent or more of their day in a regular classroom. In contrast, Black students with disabilities were more likely than students of any other race/ethnicity to spend less than 40 percent of their day in a regular classroom and were the most likely to be placed outside of a regular school. American Indians and Hispanics were less likely than students of any other race/ethnicity to be placed outside of a regular school.

¹ This requirement is in effect under section 612(a)(5) of the Individuals with Disabilities Education Act (IDEA) Amendments of 1997 (P.L. 105-17). A "least restrictive environment" is determined on a case-by-case basis to ensure that each student's special needs are met, while allowing that student the maximum possible exposure to students without disabilities as well as the general education curriculum.

NOTE: Students counted as disabled are those students served under Part B of the IDEA in the United States and outlying areas. American Indian includes Alaska Native, Black includes African American, Pacific Islander includes Native Hawaiian, and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified. Detail may not sum to totals because of rounding.

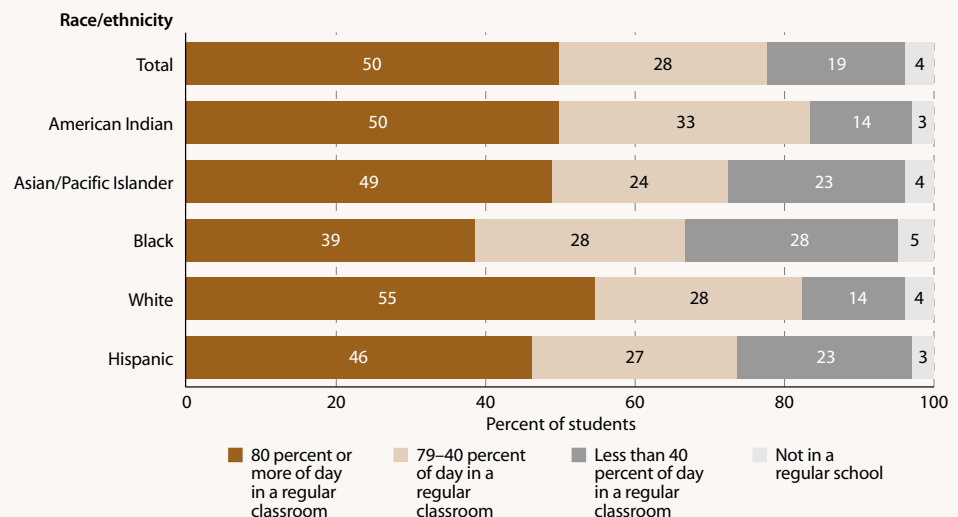
SOURCE: U.S. Department of Education, Office of Special Education Programs (2003). Individuals with Disabilities Education Act (IDEA). Data from tables AB8 and AB10, unpublished tabulations. Retrieved February 7, 2005, from http://www.ideadata.org/arc_toc5.asp#partBLRE.



FOR MORE INFORMATION:

Supplemental Note 7
Supplemental Tables 27-1,
27-2

STUDENTS WITH DISABILITIES: Percentage distribution of students ages 6–21 served by the Individuals with Disabilities Education Act, by placement in educational environment and race/ethnicity: 2003–04



Inclusion of Students With Disabilities in Regular Classrooms

Table 27-1. Percentage distribution of students with disabilities ages 6–21 served by the Individuals with Disabilities Education Act, by placement in educational environment: 1994–95 to 2003–04

School year	Percentage of day in regular education classroom			Not in a regular school
	80 percent or more	79–40 percent	Less than 40 percent	
1994–95	44.5	28.7	22.4	4.3
1995–96	45.3	28.7	21.6	4.4
1996–97	45.8	28.5	21.4	4.3
1997–98	46.4	29.0	20.4	4.1
1998–99	46.1	29.8	20.1	4.1
1999–2000	46.0	29.7	20.3	4.1
2000–01	46.5	29.8	19.5	4.2
2001–02	48.4	28.3	19.2	4.0
2002–03	48.2	28.7	19.0	4.0
2003–04	49.9	27.7	18.5	3.9

NOTE: Students counted as disabled are those students served under Part B of the Individuals with Disabilities Education Act in the United States and outlying areas. Detail may not sum to totals because of rounding. See *supplemental note 7* for more information about student disabilities.

SOURCE: U.S. Department of Education, Office of Special Education Programs. (2003). Individuals with Disabilities Education Act (IDEA). Data from tables AB8 and AB10, unpublished tabulations. Retrieved February 7, 2005, from http://www.ideadata.org/arc_toc5.asp#partBLRE.

Inclusion of Students With Disabilities in Regular Classrooms

Table 27-2. Percentage distribution of students with disabilities ages 6–21 served by the Individuals with Disabilities Education Act, by placement in educational environment and race/ethnicity: 2003–04

Race/ethnicity ¹	In a regular school				Not in a regular school					
	Total	Percentage of day in regular education classroom			Total	Separate school facility		Residential facility		Home-bound/hospital
		80 percent or more	79–40 percent	Less than 40 percent		Public	Private	Public	Private	
Total	96.1	49.9	27.7	18.5	3.9	1.7	1.1	0.3	0.4	0.4
American Indian	97.0	50.2	33.2	13.6	3.0	1.1	0.7	0.4	0.4	0.4
Asian/Pacific Islander	95.9	48.9	23.6	23.5	4.1	2.0	1.2	0.2	0.3	0.4
Black	94.8	38.6	28.1	28.1	5.2	2.3	1.5	0.4	0.5	0.5
White	96.4	54.7	27.6	14.0	3.6	1.5	1.0	0.3	0.3	0.4
Hispanic	96.6	46.3	27.3	22.9	3.4	1.5	0.9	0.2	0.3	0.5

¹ American Indian includes Alaska Native, Black includes African American, Pacific Islander includes Native Hawaiian, and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified.

NOTE: Students counted as disabled are those students served under Part B of the Individuals with Disabilities Education Act in the United States and outlying areas. See *supplemental note 7* for further information. A separate facility (public or private) includes children and youth who receive special education services for more than 50 percent of the school day in a facility that does not house programs for students without disabilities. A residential facility (public or private) includes children who are served in publicly or privately operated programs in which children receive special education or related services for more than 50 percent of the school day. Homebound/hospital includes children who are served in either a home or hospital setting, including those receiving special education and related services in the home and provided by a professional or paraprofessional who visits the home on a regular basis or schedule. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Office of Special Education Programs. (2003). Individuals With Disabilities Education Act (IDEA). Data from tables AB8 and Table AB10, unpublished tabulations. Retrieved February 7, 2005, from http://www.ideadata.org/arc_toc5.asp#partBLRE.